Montana Standards for
Information Literacy/Library Media

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from Association College and Research Libraries "Information Literacy Competency Standards for Higher Education")

All Montana students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21st Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity. Library media specialists, in collaboration with other classroom and content area teachers, empower all students to become information literate.

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

Information Literacy/Library Media Content Standard 1

To satisfy the requirements of Information Literacy/Library Media Content Standard 1, a student must: identify the task and determine the resources needed.

Rationale

Students encounter "increasingly vast and complex collections of information" in today's world (Murray 1). Literacy implies more than vocabulary and awareness; it requires critical thinking (Murray 13). Students need skills to help them identify a task or problem and then determine which resources will best solve their specific academic and/or personal requirements. The Big6™ Model provides students with direction, purpose and strategies to initiate the process. Content Standard 1 addresses the first two steps in the Big6™ Model: Task Definition and Information Seeking Strategies.

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 4

> The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 4 is the ability to:

- define the problem;

- identify types of information needed;
- choose from a range of resources.

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 8

> The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 8 is the ability to:

- analyze the parts of the problem to be solved;
- identify information resources needed;
- evaluate and select appropriate resources.

Benchmarks for Information Literacy/Library Media Content Standard 1 upon graduation

> The benchmark for Information Literacy/Library Media Content Standard 1 for a student upon graduation is the ability to:

- evaluate the purpose and scope of the problem;
- determine the nature and extent of information needed;
- evaluate and select appropriate resources.

Information Literacy/Library Media Content Standard 2

To satisfy the requirements of Information Literacy/Library Media Content Standard 2, a student must: locate sources, use information, and present findings.

Rationale

Inquiry-based learning has progressed from traditional research to a problem solving process. Multiple literacies, including digital, visual, and textual have now joined information literacy as critical skills for the 21st Century. The amount and complexity of information necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. The Big6™ Model provides students with direction, purpose and strategies to further the process. Content Standard 2 addresses steps 3, 4 and 5 in the Big6™ Model: Location and Access, Use of Information, and Synthesis.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 4

> The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 4 is the ability to:

- locate a resource needed to solve the problem;
- evaluate resources;
- locate information within the resource;
- extract information from resources needed to solve the problem;

- organize information to solve the problem;
- create a product that presents findings.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 8
> The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 8 is the ability to:

- Locate multiple resources using search tools;
- evaluate resources;
- Locate information within multiple resources;
- Extract information from multiple resources needed to solve the problem;
- organize and manage information to solve the problem;
- create a product that presents findings.

Benchmarks for Information Literacy/Library Media Content Standard 2 upon graduation
> The benchmark for Information Literacy/Library Media Content Standard 2 for a student upon graduation is the ability to:

- locate multiple resources using a variety of search tools
- evaluate resources
- locate information within a wide variety of resources
- extract information from a wide variety of resources needed to solve the problem
- organize and manage information from a wide variety of sources to solve the problem
- create and defend a product that presents findings

Information Literacy/Library Media Content Standard 3
To satisfy the requirements of Information Literacy/Library Media Content Standard 3, a student must: evaluate the product and learning process.

Rationale
"The final project is more than a goal; it is an opportunity to help students learn how to solve problems and make decisions by engaging higher level thinking skills in a systematic way" (Murray 89).

Students must be prepared to critically evaluate the results of their research, and then apply those results effectively in future learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities throughout the process to self-assess in order to revise strategies.   Content Standard 3 addresses step 6 in the Big6™ Model: Evaluation.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 4

> The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 4 is the ability to:

- assess the quality of the product;
- describe the process.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 8

> The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 8 is the ability to:

- assess the quality and effectiveness of the product;
- evaluate how the process met the need for information.

Benchmarks for Information Literacy/Library Media Content Standard 3 upon graduation

> The benchmark for Information Literacy/Library Media Content Standard 3 for a student upon graduation is the ability to:

- assess the quality and effectiveness of the product;
- evaluate the process in order to revise strategies.

Information Literacy/Library Media Content Standard 4

To satisfy the requirements of Information Literacy/Library Media Content Standard 4, a student must: use information safely, ethically and legally.

Rationale
For students to contribute positively in a learning community, they must have equitable access to information in an environment that is safe and conducive to learning. Because learning has a social context, students need to develop skills in sharing knowledge with others, both in face-to-face situations and through digital environments. Students must recognize and respect the intellectual and creative property rights of others.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 4

> The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 4 is the ability to:

- legally obtain and use information;
- identify the owner of ideas and information;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 8

> The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 8 is the ability to:

- legally obtain, store and disseminate text, data, images or sounds;
- appropriately credit ideas and works of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks for Information Literacy/Library Media Content Standard 4 upon graduation

> The benchmark for Information Literacy/Library Media Content Standard 4 for a student upon graduation is the ability to:

- legally obtain, store and disseminate text, data, images or sounds;
- follow copyright laws and fair use guidelines when using the intellectual property of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Information Literacy/Library Media Content Standard 5

To satisfy the requirements of Information Literacy/Library Media Content Standard 5, a student must: pursue personal interests through literature and other creative expressions.

Rationale

School libraries provide equitable access to literature and information resources that contribute to the development of lifelong learners. Central to learning is a respect and appreciation for the many voices and cultures in our world, including Montana American Indians. Students deserve the opportunity to explore creative expression, engage in independent learning, and read for personal enjoyment as well as fulfill academic tasks

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Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 4

> The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 4 is the ability to:

- use a variety of print and digital formats for pleasure and personal growth;
- use a variety of genres for pleasure and personal growth;
- access and understand multiple resources from diverse cultures, including Montana American Indians;
- access libraries to seek information for personal interest.

Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 8

> The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 8 is the ability to:

- use and respond to a variety of print and digital formats for pleasure and personal growth;
- use and respond to a variety of genres for pleasure and personal growth;
- analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians;
- access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

Benchmarks for Information Literacy/Library Media Content Standard 5 upon graduation

> The benchmark for Information Literacy/Library Media Content Standard 5 for a student upon graduation is the ability to:

- use and critique a variety of print and digital formats for pleasure and personal growth;
- use and critique a variety of genres for pleasure and personal growth;
- evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians;
- access and use resources and information from all types of information environments to pursue personal and creative interests.

Foundation Resources:

American Association of School Librarians. *Standards for 21st-Century Learners.* Chicago, Ill.: ALA, 2007.

Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education.* Chicago, Ill.; ALA, 2000.

Eisenberg, Michael B. and Robert E. Berkowitz. *The Big6™ Skills.* <www.big6.com>

Montana Office of Public Instruction. "Montana Content and Performance Standards for Library Media." *Adminstrative Rules of Montana (10.54.6510)* Helena, Mont.: OPI, 2000.

Murray, Janet R. Achieving Educational Standards Using the Big6™. Columbus, Oh.: Linworth, 2008.